

THE USE OF HAND PUPPET IN RETELLING STORY

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Abstract: the purpose of the research was to find out whether the use of hand puppet in retelling story is effective or not. It was also designed to find out how significant the effectiveness of using hand puppet in retelling story is. This research was carried out at SMPN 2 Mempawah Hilir. It was quasi experimental research. The samples of the research were the eighth grade students of VIII A and VIII F. The data showed that Experimental group outperformed control group. The computation of t-test higher than t-table, therefore alternative hypothesis is accepted. Then, it concluded that the use of hand puppet was more effective in retelling story compared to the traditional approach. Thus, the use of hand puppet media is positively recommended for teaching retelling story.

Keywords: retelling story, hand puppet

Abstract: Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan boneka tangan pada pembelajaran bercerita efektif atau tidak. Penelitian ini juga dirancang untuk mengetahui seberapa besar efektivitas penggunaan boneka tangan pada pembelajaran bercerita. Penelitian ini dilakukan di SMP Negeri 2 Mempawah Hilir. Metode penelitian yang digunakan adalah quasi experimental. Sampel penelitian adalah siswa kelas VIII A dan VIII F. Analisis data menunjukkan bahwa kelompok eksperimen mengungguli kelompok kontrol. Berdasarkan hasil perhitungan, nilai t-test lebih besar dari t-table dan hal tersebut mendukung hipotesis alternatif untuk diterima. Maka dapat disimpulkan bahwa penggunaan boneka tangan lebih efektif pada pembelajaran bercerita dibandingkan dengan pendekatan tradisional. Oleh karena itu, penggunaan boneka tangan sangat disarankan pada pembelajaran bercerita.

Kata kunci: bercerita, boneka tangan

Mastering speaking skill is the important aspect of learning a second or foreign language, and success in language learning is measured in terms of the proficiency in spoken language. Learner who can speak English well may have a greater chance of further education and to communicate with each other because more and more learners are using English.

Speaking skill is an important part of the curriculum in English language teaching. Realizing that speaking is very important for students, it is essential for teacher to encourage the students to speak. There are some basic types of speaking in classroom, and one of them is retelling story. Retelling story is a classroom activity to retell a story orally. The learners listen or read the story and then summarize or retell it. In doing retelling story, students can expand their creativity and imagination and also can express their feeling.

As stated in *Kurikulum Tingkat Satuan Pendidikan* (KTSP) in English subject for eighth grade of junior high school, in standard competency on speaking, there are some basic competences, which one of them is students are expected to do a simple monologue in narrative text. In this competency, students are expected to retell a story in front of the class. To achieve that target, teachers should be able to use alternative technique or media in teaching learning process.

During the lesson, the teacher should be aware of the problems which occur in the classroom. Lawtie (2004) states that there are three problems which often occur during speaking class. Those problems are: (1) Students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) When students work in pairs or groups, they just end up chatting in their own language, and (3) When all the students speak together, it will be too noisy and out of hand, and sometimes the teacher can not control of the classroom.

The other researches on using hand puppet media in teaching and learning English had been conducted in the previous time. Breziger (2005) conducted research about how introduction of an English speaking puppet influence the use of English in group speaking activity. the subject of research was students of compulsory school in Slovenia, the selected class was fourth grade who started to learn English. The finding showed that the introduction of an English speaking puppet positively influenced the use of English and made the children more relaxed and spontaneous. Then, Diah Nurhayati, students of English Department, Semarang State University (2011) conducted research to seventh grade of Junior High School in SMP 11 Semarang. In her research, she used hand puppet as media to improve students' skill in performing adjacency pairs. She found that hand puppet could improve students' skill in performing adjacency pairs significantly. Moreover, Dian Rosita (2012) did a research in order to investigate the implementation of storytelling with puppet in introducing to kindergarten B of Al-Azhar Pontianak. It was found that the kindergarten students were good at pronouncing the words and also they were able to understand the meaning of English words. Based on that pioneering researches and the findings, the researcher had a great concern on doing a similar research but it focused on the use of hand puppet in retelling story to eighth grade of Junior High School.

In order to make retelling story activity more interesting, good media are needed. The media are used to make students enjoy the lesson, make the lesson fun for them and do not bored. One of the media that can be used by teacher is hand puppet. Kimberly (2009:24) states that hand puppet is doll has soft body and head, and it can controlled easily by hand. Hand puppet is type of puppet that is controlled by hand, to play it someone has to put their hand inside and move it

with fingers. The use of hand puppet is expected to be able to help students in achieving the learning objectives. It based on several reasons, Greensmith (2012) mentions the purposes of teaching learning by using hand puppets are (1) to stimulate students' imagination and creativity, (2) to encourage the quietest of student to start talking, (3) to motivate and support students with difficulties in communication and interaction, (4) to develop students' social and motor skills, and (5) to provide essential link between learning and play which makes puppet wonderful teaching tools for at home, the classroom and in the wider community.

In this research, the researcher was interested in doing the research regarding the use of hand puppet in retelling story to eighth grade of SMP Negeri 2 Mempawah Hilir. The researcher focused on fluency, accuracy and volume/tone. In this research, the researcher conducted a quasi experimental research to find out the effectiveness of hand puppet in retelling story.

METHOD

In order to know whether the use of hand puppet media is effective in retelling story, the researcher decided to conduct the experimental research since it was employed to see the effect of the treatment on the group. In accordance with it, Milis cited in Cresswell (2008: 299) states that experimental research is used when researcher wants to know the possible cause and effect between the independent and dependent variables. Specially, in this research, researcher chose to employ one type of experimental research that was quasi experimental study. Muijis (2004: 18) explains that the quasi experimental research is conducted by dividing the subjects in to groups: experimental and control group. The research is employed with the non-equivalent control group in which researcher studied on and compared both experimental and control group without administers the randomization. Both groups received the pre-test and post-test, but the control group would not receive the treatment (Creswell, 2009: 160).

This method of research was preferable to find out the answer that already stated in the research questions. Moreover, the researcher intended to find out whether the use of hand puppet in retelling story was effective or not. It was line with the characteristic of quasi experimental research which aimed to determine whether a program or intervention has the intended effect on a research's participants. Therefore, the researcher chose quasi experimental research as a method to be implemented in this research.

This research was aimed to examine the effectiveness of using hand puppet in teaching retelling story. The researcher carried out the experiment by dividing the sample of the research into two groups, the control group and the experimental group. For experimental research, it as started by giving pretest for both group in order to know the students' ability before treatment. Then, the research was continued by giving treatment only to the experimental group. The treatment given by using hand puppet in retelling story which the students were required to retell the story in their own words. The control group was not given treatment as its function is to be the comparing part. The design of this research was represented as follows:

Experimental	O ₁	X	O ₂
	<hr/>		
Control	O ₃		O ₄

Where:

O₁ : Pretest for experimental group

O₂ : Posttest for experimental group

O₃ : Pretest for control group

O₄ : Posttest for control group

X : Treatment

----- : Explained the two groups are not assigned randomly
(Cohen et al, 2007:214)

The procedure of quasi-experimental research applied in this research was described in the following steps: (1) Applying pre-test for both classes, which was test to measure the students mean score before the treatment given, (2) giving the students of experimental group treatment. The treatment was in form of teaching learning process. In retelling story, the researcher used hand puppet as the treatment, (3) Applying post-test for both classes, that was test to measure students' mean score after the treatment was given, (4) Compare the pre-test and post-test to determine the students' mean score, and (5) Applying appropriate statistical formula to determine whether the use of hand puppet increased the students' achievement significantly or not. To investigate the students' score significance, researcher used t-test formula and to find out effectiveness of the treatment, the researcher used ES (Effect Size) formula.

The samples of this research were taken through cluster sampling. The research considered that cluster sampling is the suitable method to be used in this research. Cluster sampling designed by assigning the population into groups or cluster. The clusters, then being selected randomly and all the members of the clusters were include in the selected sample. The sample of this research was 28 students (class VIII A) as experimental group and 28 students (class VIII F) as control group.

In collecting data, the researcher used measurement technique to measure students' speaking achievement in retelling story. The data were collected by administrating the oral performance twice. The measurement administered twice, at the first meeting before implementing the treatment (pre-test), and the second adiministered after implementing the treatment (post-test). The result of both pre-test and post-test were measured by t-test in order to have the difference score of both tests, to find out the significant improvement of students' achievement in their speaking skill.

In this research, the researcher used the oral performance test to gather the data. Oral performance test is a a kind of test which is conducted by asking the

students to perform oral activity. It was used to get the data about students speaking activities. The researcher used retelling story as oral performance test which was conducted by providing story for students, then asked them to retell them in front of the class. The students' score from the test was used to find the mean score. In assessing the students' oral performance test, the researcher provided the scoring rubric so that the scoring would be more objective. In addition, the researcher used video recorder as the additional tool for data collecting. In this research, Video recorder was used to record the students speaking activities. This tool may take the observation result valid. By using this tool, the researcher may also check the result at home.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In order to answer the research questions, the researcher administered the oral performance test with table of specification in experimental and control group. These test considered of two parts: pre-test and post-test for two classes. Furthermore, the researcher analyzed the result based on formulas to know the effectiveness of this method in retelling story.

The total of students' pre-test score in experimental group was **1599.94**. Thus, the mean score was **$1599.94:28 = 57.14$** . It was categorized "below KKM". Meanwhile, the total of students' post-test score in experimental group was 1833.23. Therefore, the mean score was **$1833.23:28 = 67.43$** . It was categorized as "above KKM".

The total of students' pre-test score control group was **1639.91**. Thus, the mean score was **$1639.91:28 = 53.56$** . It is categorized "below KKM". Meanwhile, the total of students' post-test score in experimental group was 1739.93. Therefore, the mean score was **$1739.93:28 = 62.14$** . It was categorized as "below KKM".

The difference of students' mean score in the experimental group was **10.29**. It was computed as follows:

$$\begin{aligned} X_e &= X_{e2} - X_{e1} \\ &= 67.43 - 57.14 \\ &= 10.29 \end{aligned}$$

The difference of students' mean score in the control group was **8.58**. It was computed as follow:

$$\begin{aligned} X_c &= X_{c2} - X_{c1} \\ &= 62.14 - 53.56 \\ &= 8.58 \end{aligned}$$

The computation of the students' mean score shows that the difference score of the experimental group was higher than the difference score of the control group. It indicates that the experimental group performed a better achievement than the control group.

The standard deviation of the experimental group was computed as follows:

$$\begin{aligned}
 S^2 &= \frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n} \\
 &= \frac{2710.089 - \frac{(233.29)^2}{28}}{28} \\
 &= \sqrt{27.3702} = 5.2316
 \end{aligned}$$

The standard deviation of the control group was computed as follows:

$$\begin{aligned}
 S^2 &= \frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n} \\
 &= \frac{800.267 - \frac{(100.02)^2}{28}}{28} \\
 &= \sqrt{15.820} = 3.977
 \end{aligned}$$

To analyze the difference mean score between the experimental and control group, the researcher used the *t-test*. It was computed as follows :

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
 &= 5.18
 \end{aligned}$$

The result of computation of t-test was 5.18. When the researcher checked the t distribution table of significance 5% or 0.05 with $df=N_1+N_2-2$, the researcher found $df=28+28-2=54$. Because the result of df was 54, thus the t-table was 2.000.

It meant that t-value (5.18) was bigger than t-table (2.000). the significant difference could be interpreted that the use of hand puppet is effective to increase the students' achievement in retelling story.

To analyse the effect size of the treatment, the researcher used the formula as follow:

$$ES = \frac{Me - Mc}{SD_{pooled}}$$

Before calculating the effect size, it needed to calculate the **Standard Deviation** from both groups first, the computation was as follows:

$$\begin{aligned} SD &= (SD \text{ of Experimental Group} + SD \text{ of Control Group}) : 2 \\ &= (5.23 + 3.97) : 2 \\ &= 9.2 : 2 \\ &= 4.6 \end{aligned}$$

Therefore, the value of effect size was:

$$\begin{aligned} ES &= \frac{Me - Mc}{SD_{Pooled}} \\ &= 1.15 \end{aligned}$$

The effect size of treatment was 1.15, thus it was categorized as 'strong effect'

DISCUSSION

In this research, the researcher applied hand puppet media in retelling story to the eighth grade students of SMP Negeri 2 Mempawah Hilir. The form of the research applied was quasi-experimental research with non-equivalent control group. The research was done by assigning the sample of the research into two groups, the experimental and the control group.

In the implementation of this research in the classroom, it was found that hand puppet effective to improve the students' speaking skills in retelling story. It was seen by the calculation of the data which shown that the effectiveness of hand puppet in retelling story categorized as highly effective (1.15).

In this research, the researcher chose narrative story as the material. It was chosen based on the consideration that the material based on standard competency. The texts were chosen with the expectation that the students may

recall their prior knowledge toward the topic, so that they would be able to imagine it. The examples of texts were Cinderella, The Goose that Laid Golden Eggs, The Boy who Cried “Wolf”, Buggy Race, and The Lion and the Shepherd. The material itself was prepared by the researcher by adjusting the level of the students in English.

The researcher realized that each media must have strength and weakness. For hand puppet media, the strength found by the researcher in retelling story can be explained as follows:

1. This media really engaged to the students in an active speaking activity, which considered as an act to develop their speaking skill in retelling story. they followed the teaching and learning activity enthusiastically.
2. The students excited with the puppet, they felt happy and free during the lesson seem more active to speak up.
3. This media could help the students to interact with the text and get better understanding.

As Greensmith (2012) say that the purposes of teaching learning by using Hand Puppet are to stimulate students’ imagination and creativity, to encourage the quietest students to start talking, to motivate and to support students with difficulties in communication and interaction, and develop students social and motor skills. The hand puppet that was colorful and funny interests the students, so it eliminated the students’ boredom in the classroom. Hand puppet is a real object that they can see, touch, and imagine. It enriched their imagination and helps them to express their idea. In addition, the students always show good response every times the researcher came to the class.

Aside from the strength, hand puppet also has weaknesses. This media could be very overwhelmed to be done by the teacher if the teacher did not have a good preparation and good class management. This weakness still could be covered if the teachers have good preparation as the basic for the teacher to be successful in implementing the media, the teacher should be aware of the need to build students’ interest in the media used, to introduce selected vocabulary, to develop some background for understanding the story, and to provide the students with an understanding of the way of retelling story.

Based on the personal journal that already made by the researcher, during the process of giving treatment, it was found that class situation was alive with this interesting activity. The students’ participation was also high and they gave fully attention to the lesson. The students were also active in the process of teaching since they dominated the activity. In retelling story students are not only reading and trying to memorize so they do not enjoy the activity, but they recounting the story in their own words (Gibson et al,2003)

Moreover, hand puppet is recommended to be used in retelling story because it changes the students’ behaviour from being a passive students into an active students. This media also helps the students to be creative and imaginative as they speak with intention. For the teacher, this media is flexible because it can be used to teach any kind of text as needed. Teacher could use this media as an alternative way to enhance students’ performance in retelling story especially relating to their confidence, accuracy and fluency. Therefore, teacher should

manage time allocation, give improvement feedback, and interesting text or script when they chose to apply this media. Moreover, the teachers are suggested to be more patient in checking the students' progress during using this media.

Regarding to the discussion above, it can be concluded that the use of hand puppet is effective to the eighth grade of SMP Negeri 2 Mempawah Hilir in academic year 2013/2014. From the computation of effect of the treatment, the researcher obtained 1.15 which was qualified a "high" based on Cohen's criteria. Hence, the researcher concluded that the effectiveness of the use of hand puppet in retelling story to the eighth grade students of SMPN 2 Mempawah Hilir in academic year 2013/2014 was very significant.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion of the previous chapter, the general conclusion of this research entitled "the use of Hand Puppet in Retelling Story to the eighth grade students of SMP Negeri 2 Mempawah Hilir in academic year 2013/2014" were there was a significant difference of students' achievement between the experimental and control group since the interval score of the pretest and posttest of experimental group higher than control group. It meant that the students' achievement after the treatment was better than before the treatment was given. In the other word, the experimental group performed better than the control group.

This media also helpful for students to interact with the text and get better understanding. They feel happy and free during the teaching and learning process. The application of this media in the classroom really help the students to be more active, they did not feel any burden to speak up and they follow the teaching and learning process with interest. Thus, the prediction of the alternative hypothesis (H_a) in this research is accepted, as a matter fact that the use of hand puppet is in retelling story to the eighth grade students of SMP Negeri 2 Mempawah Hilir is effective. Moreover, The use of hand puppet had strong effect in retelling story on the eighth grade students of SMP Negeri 2 Mempawah Hilir in academic year 2013/2014. It was showed by the computation of effect size of treatment (ES).

Suggestion

Based on the facts found, the researcher would like to give some suggestions (1) for students. The students need to realize that learning is two way processes, not only teacher-centered. It means that they play a significant role in achieving their success in study. Thus, they need to involve actively in that process by practicing retell story by themselves. Based on the research, the researcher found that there were several students who were not confident in retelling story through hand puppet. Therefore, the students are hoped not to be shy in performing hand puppet show. In hand puppet performance the actual speaker is the hand puppet figures and the student hide behind it. The students should ask the teacher if there is something that they do not understand regarding to the hand puppet show. (2) for teachers. Teachers should consider to apply hand

puppet as media in retelling story because the result of this research had shown that the use of hand puppet improved students' ability in retelling story. It is suggested to the English teacher when applied hand puppet media in retelling story to show the recording of students' performances. It can be used as the feedback during rehearsal process. If the students can see the previous performance, they can know deeper in which part they should improved for preparing the next performance. Before applying the Hand Puppet media, the teacher should make sure that the students have fully understood and have the information they need. The teacher should explain steps and show the ways to play hand puppet. (3) for further researchers. It is expected that the result of the research can give an informative input such as the procedures , the techniques and the problems during the process of teaching to other researchers who want to conduct similar research. It is suggested for them to focus on different language skills and using different types of puppet. For instance, the use of hand puppet in reading or listening.

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